

PYP planner

Planning the inquiry

Class/grade: **First**  Age group: **6-7**

School:  **Westwood Elementary** School code: **7444**

Title:  **The Unbroken Circle**

Teacher(s):  **Blaty, Nuhfer, Waldren**

Date: **March/April**

Proposed duration: number of hours: **120 hrs.** over number of weeks: **6**

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme**

**Sharing the Planet**

* **central idea**

**Natural cycles directly affect life on earth.**

**Summative assessment task(s):**

**What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?**

Summative assessments are evidence of attainment or indicators of success. A summative assessment is an opportunity for students to creatively demonstrate their conceptual understanding of the central idea. Students choose the format of their summative assessment which is neither dictated nor limited by the teacher.

* Poster
* Diagram
* Presentation
* Model or diorama
* Make a book
* Graphic Organizer
* Present a skit, puppet show, etc.
* Self-Selected (Student Choice)

Actions/Evidence:

* Students will use vocabulary in context
* Students will initiate investigations of living things
* Students will ask higher level questions during discussion/investigations
* Students will talk about the characteristics of living things

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**Form, connection, responsibility**

What lines of inquiry will define the scope of the inquiry into the central idea?

* **Natural cycles**
* **Effects of natural disruptions of a cycle**
* **Effects of human disruptions of a cycle**

What teacher questions/provocations will drive these inquiries?

1. **What kinds of cycles are there? (Form)**
2. **What happens when a cycle is disrupted? (Connection)**
3. **What is humanity’s responsibility to preserve cycles? (Responsibility)**

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**4. How best might we learn?**

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

**Front-loading:**

* Introduction of terms
* Live specimens in the classrooms

**Learning Engagements/Experiences**:

* Butterfly Kit
* Ladybug Kit
* Tadpoles to Frog
* Egg to chick - Tyson
* Seed investigation
* Seed to plant
* Science experiences to show disruptions

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

* Students will develop research skills as they study plants/animals and watch the changes that occur in organisms.
* Students will grow in the area of interpersonal skills as they care for live specimens in the classroom and as they understand the interdependence of organisms on the planet.

Planning the inquiry

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

**What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**

* KWL
* Draw a diagram of a natural cycle
* Sort living/nonliving things

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

* Students will compare/contrast cycles using a graphic organizer.
* Students will demonstrate an understanding of different life cycles by sequencing stages of development of different organisms.
* Students will write/draw/discuss the effects of natural/human disruptions of a cycle.

**5. What resources need to be gathered?**

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

Butterfly Kit, Ladybug Kit, Insect Foss Kit, Tadpoles, chicks from Tyson’s, planner tubs with materials are in classrooms and in the library.

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

* Living animals will be present in the classrooms.
* Charts and data will be displayed in the classroom and hallway.
* Discoveryed.com
* Local farmer as a guest speaker.

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Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

**Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

The central idea was changed slightly so that the wording created a true statement. We introduced classification of animals to clear up some misconceptions that we saw last year. For example, after watching a chick hatch from an egg, some students assumed a horse would hatch from an egg. Frontloading the concept of living and nonliving helped excite the students and raise participation because they were familiar with this concept from kindergarten. Students got to see a variety of animals. They observed as animals grew and changed; the engagement was high. The concepts of process and cycle were also demonstrated in library. Students studied circle books and books that show processes and cycles. They also discussed how the circulation system in the library was a cycle and how it relates to our school community. This helped to apply the vocabulary in a new way. In art, students were able to show their understanding of a frog’s life cycle while showing their creativity in collage. They also created tower clocks like Big Ben in London due to our discussion on the cycle of day and night. In reflecting, we decided that there needed to be more choice given in the animal they choose to display in their art project.

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**

Have students create a cycle. Then have them make connections between their cycle and their classmates’ cycle. Have them discuss if their cycles could be disrupted by a human, nature, or both.

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

Students understood that there were all types of cycles, not just animals. They developed an understanding that humans and nature can disrupt a cycle. They talked about things that they could do so that they would not disrupt a specific cycle. All of these discussions and connections that were made help our students to see that humans, plants, and animals all have to share our planet, are connected, and have relationships within and between them.

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to:

In each case, explain your selection.

**develop an understanding of the concepts identified in “What do we want to learn?”**

* sort animal and plant cycles
* Sharing life experiences during class meetings to show disruptions.
* Investigate the plant/animal cycles that we had in our classroom to show natural cycles.
* Research other cycles in nature
* Science experiments to investigate possible disruptions to a life cycle.

**demonstrate the learning and application of particular transdisciplinary skills?**

* **Interpersonal Skills**-The students worked together to sort cycles, develop their summative assessments, and observe cycles in our classrooms.
* **Research Skills** – Students researched specific life cycles and human/natural disruptions of them.
* **Self Management**-The students had to manage their time in order to finish their tasks so they could observe their plants/animals in the classroom

**develop particular attributes of the learner profile and/or attitudes?**

**Caring**- Caring for their plants/animals that we had in our classroom

**Quality Producer**- Students had to produce quality summative assessments.

**Risk-Taker**- Interactions with other animals

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Reflecting on the inquiry

**9. Teacher notes**

**8. What student-initiated inquiries arose from the learning?**

**Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**

* Can you tell what kind of plant will grow when you look at the seed?
* How long will a bird/turtle etc. live?
* How do some animals fit the whole body into their shell?
* Can you look at an egg and tell what animal will come out of it?
* Is the platypus the only mammal that lays eggs?
* How does a cycle stop?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What student-initiated actions arose from the learning?**

**Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**

* Some of the students planted plants at their home
* One student made a list at their home of ways her family could not disrupt the growing of her plants at her house.
* Students went down to the “pond” on our playground and watched the tadpoles
* Students would get very upset with others if they would try to pick or walk on the flowers out front
* Students saved the seeds from their apples at lunch to take home to plant

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